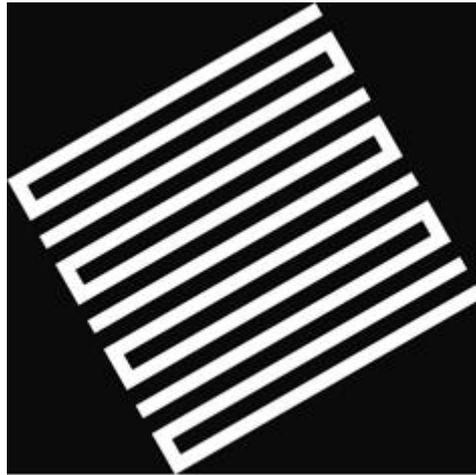


SWINBURNE SENIOR SECONDARY COLLEGE



SWINBURNE

2018

YEAR 12 SUBJECT DESCRIPTIONS



ENGLISH SUBJECTS

(students must choose at least one)



Subject: English

Topics covered in Units 3&4:

Unit 3 Outcomes

Reading and Creating Texts: The White Tiger by Aravind Adiga and Like a House on Fire by Cate Kennedy.

1. Students develop and justify their own detailed interpretation of the novel
2. Students present sustained creative responses to the second text (TBC).

Analysing Argument:

Students develop written and spoken critical analyses of the use of argument in a variety of texts.

Unit 4 Outcomes

Reading and Comparing Texts: Tracks by Robyn Davidson and Into the Wild, dir. Sean Penn.

Students explore the meaningful connections between the two texts. Students will explore the similarities and differences between the two texts and produce a detailed written comparative analysis.

Presenting Argument:

Students will construct a sustained and reasoned point of view on an issue currently debated in the media and present it orally to their classmates.

Appeals to students who:

- Are creative and analytical, Enjoy reading and responding to texts
- Enjoy writing creatively and exploring different forms of writing. Are interested in studying language and the impact that it has upon people, Enjoy watching films and analysing them.

Typical Tasks:

- Participation in classroom discussion, Textual response essays
- Oral presentations, Creative responses, Writing Exercises, Textual Analysis

Materials and technology used:

- Laptops, Reading texts

Texts used:

- The White Tiger, Aravind Adiga (novel)
- Tracks, Robyn Davidson (non-fiction)
- Into The Wild, dir. Sean Penn (film)
- Unit 3 Creating and Presenting Text to be confirmed.

Typically leads to (University and TAFE courses, occupations):

- English is a required subject for most courses after Year 12.
 - English can prepare you for any course that you wish to take after Year 12 as it helps to develop your reading, writing, analytical and research skills.
 - Strong written and verbal communication skills are required for success in any field you choose to pursue.
-

Subject: Literature

Unit 3: Form and transformation

Adaptations and transformations
Creative responses to texts

Unit 4:

Literary perspectives
Close analysis

Appeals to students who:

- Like reading, going to the theatre and to films
- Like analysing books, plays, poetry and films in detail
- Reflect about people, their behaviour and their relationships with others
- Love to discuss, analyse and debate interpretations of a text
- Are creative, and or doing Art and/or Performing Arts subjects

Typical tasks (eg. Prac reports, tests, essays, products etc.):

- Defend an interpretation in discussion or writing
- View a film adaptation of a book and debate its success
- Annotate passages from a text and draw an interpretation from them
- Workshop a scene from a play
- Summaries, concept maps,
- Apart from the creative response, assessment tasks are essays

Folio subject: No

However there is a creative response that is written over two weeks in class., worth 50 marks of the 100 for Unit 3.

Equipment:

- Laptops
- Books and pens
- An open, enquiring mind

Texts used: 2018

Agamemnon, Aeschylus (play)

Baron in the Trees, Italo Calvino, in Our Ancestors (novel)

Heart of Darkness, Joseph Conrad (novel)

Ariel, Sylvia Plath (poetry)

A collection of Australian short stories* *To be decided

Typically leads to (University and TAFE courses, occupations): Arts courses at TAFE and

University, Journalism, Creative Arts,

Performing Arts

Arts courses at TAFE and university

Journalism

Creative Arts

Performing Arts

English Language

Topics covered in Units 3 & 4:

Both units are studied within the framework and theories of linguistics: Phonetics, Syntax, Lexicon & Morphology, Discourse Analysis and Semantics

Unit 3: What makes language informal and formal? We analyse a range of written and spoken text types of the features that contribute to a text's (in)formality in relation to the context (e.g., audience, setting, subject matter) and social purpose of these texts.

Unit 4: What are the different varieties of English in Australia? How did these emerge and how do they signal identity and affiliation to different groups in Australian society? This involves the analysis of Standard and non-standard forms of language varieties and their features, such as Ethnolects and Aboriginal English.

Appeals to students who:

- Have completed Units 1 and 2 English Language
- Can pick up new terminology with ease.
- Who are interested in reading and challenged by new knowledge
- Are interested in all aspects of language including grammar.
- Enjoy using and playing with language.
- Analysing language change and contemporary usage

Typical Tasks (eg. Prac reports, tests, essays, products etc.):

- Decoding transcriptions of spoken language
- Analysis of various spoken and written texts
- Presentation of formal language in speech or writing
- Expository essay
- Investigative presentation or written commentary using subsystems of language to look at Aust Standard and non-standard English use.
- Group discussion and group work essential.
- Independent research

Folio subject: No.

Materials/technology used:

- Websites
- Multi modal presentations: podcasts, interviews, film, television programmes
- Handouts (including a bound Reader in Unit 4)

Texts used:

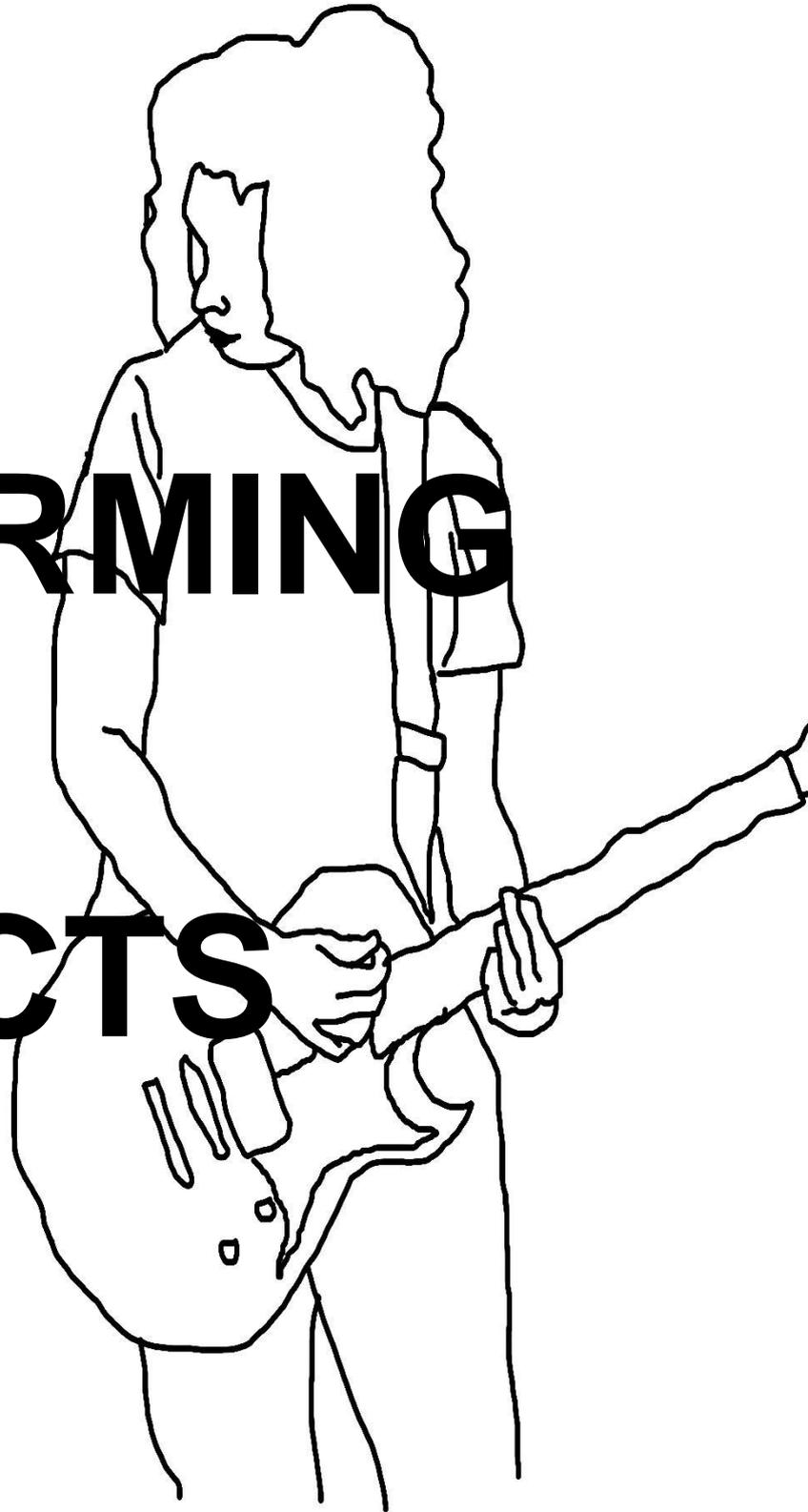
VCE English Language Unit 3 & 4 Living Lingo

Typically leads to (University and TAFE courses, occupations):

Journalism, Public Relations, Marketing, Teaching Qualifications for English and Teaching English as Another Language, Forensic Linguist, Interpreter/translator



**PERFORMING
ARTS
SUBJECTS**



Subject: Drama

Topics covered in Units 3&4:

Unit 3 Outcomes

Devised non-naturalistic ensemble performance:

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/ or cultural performance traditions. Non-naturalistic performance styles and associated conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this unit. Students also attend a professional play production and prepare an analysis of that work.

Unit 4 Outcomes

Non-naturalistic solo performance:

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. Students also write on their solo work and undertake a theory examination.

Appeals to students who:

- Enjoy performing and creating their own drama material
- Who have enthusiasm and interest to work with others creatively
- Are interested in analyzing drama literature
- Enjoy historical and character research

Typical Tasks:

- Drama group workshops. Substantial practical work is part of the course
- Performing for the class and on occasion, performing to an external audience
- Reading and writing creatively as well as analytically (short reports and essays)

Folio subject: No

Materials and technology used:

- Course content is guided by various text books however students are not required to buy one
- Course handouts and readings are provided
- Wide research methods
- Reading plays, novels and non-fiction works

Typically leads to (University and TAFE courses, occupations):

- Bachelor of Arts
 - Acting/ Drama coach/ teaching/ writing/ film and television/ theatre design/ directing/ producing/ law/ youth work/ radio/ work in the entertainment industry/ event management/ journalism
-

Subject: Theatre Studies

Topics covered in Units 3&4:

Unit 3 Outcomes

Play Production Process, Stagecraft Application and Theatrical Analysis

Unit 4 Outcomes

Monologue and Scene Interpretation, Acting & Stagecraft Application and Theatrical Analysis

Appeals to students who:

- Have an interest in extending and developing their appreciation of theatre
- Have an interest in applying a range of stagecraft (including acting) to interpret theatrical playscripts
- Have an interest in extending and developing their skills in analysing and evaluating theatrical performance

Typical Tasks:

- Theatrical Production
- Stagecraft Application 'Resource and Development Folio'
- Monologue Performance work
- Scene Interpretation workbook

Folio subject:

Not really, but is a strong Theatre Production based study (especially Unit 3)

Materials and technology used:

- Laptops
- Lighting Board (optional)
- Sound Board (optional)
- Building Tools

Texts used:

- 'Acting Smart: Theatre Studies' (recommended)
- A range of playscripts determined annually by VCAA and the College

Typically leads to (University and TAFE courses, occupations):

- Design Stagecraft (Costume, Set Design etc)
 - Theatre Technology (Lighting, Sound etc)
 - Stage Management
 - Acting
 - Script writing
 - Direction/Dramaturgy
 - Events Management
-

Subject: Music Styles & Composition

The focus of this subject is analysing and composing music in different genres/styles. Students will develop their ability to visually and aurally analyse music. These skills will be used to create music that adheres to different musical styles. They will investigate the social context in which musical styles have developed and how this has impacted upon the emerging musical expression.

In this subject there is a strong focus on creating music. Music creation can use music technology, such as computers and recording software or it can rely on traditional methods. Major assessments in each unit involves (but is not limited to) students completing a folio of compositions and various musical analysis.

Topics covered in Units 3&4:

Unit 3 Outcomes

Composition, Music Analysis, Listening skills, The Cat Empire, James Brown - Funk

Unit 4 Outcomes

Composition, Music Analysis, Listening skills, Miles Davis, Modal Jazz,

Appeals to students who:

- Enjoy composing music
- Enjoy playing music
- Enjoy self-expression
- Enjoy improving their musical abilities
- Enjoy analysing music
- Enjoy recording music

Typical Tasks:

- Folio of compositions
- Analysing songs and Genre's

Folio subject: Yes

Materials and technology used:

- Laptops
- Personal instruments
- Logic Pro, Garageband, Music Score, Sibelius

Texts used:

All resources provided

Typically leads to (University and TAFE courses, occupations):

- Composer for film/Video Games/Advertisements
 - Bachelor of Music (Composition)
 - Music courses of various levels (Cert III to Degree)
 - Musician
 - Music Teacher
-

Subject: Instrumental Lessons

Overview of Subject:

- Students who study Music Performance or investigation **must** have instrumental lessons.
- These can occur with a private teacher or with the school teachers.
- Swinburne currently offer lessons on Drums, Guitar, Voice and Piano
- Swinburne subsidises the cost of instrumental lessons taken at school

Topics covered in Units 3&4:

Unit 1&2 Outcomes

Learning songs, improving technical skills

Unit 3&4 Outcomes

Learning songs, improving technical skills

Appeals to students who:

- Enjoy learning an instrument

Folio subject: *No*

Typical Tasks:

- Learning songs
- Practicing technical skills

Materials and technology used:

- Instrument
- Soul

Typically leads to (University and TAFE courses, occupations):

- Musician
 - Music Teacher
 - Bachelor of Music (Performance)
 - Music courses of various levels (Cert III to Degree)
-

Subject: Music Performance (Solo or Group)

Students choose to complete their performance exam in either a group or as a soloist. The focus of the end of year exam is presenting a broad range of musical styles.

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges.

Students MUST be having instrumental lessons!

Topics covered in Units 3&4:

Unit 3 Outcomes

Music Performance, Preparing for Performance, Music Language

Unit 4 Outcomes

Music Performance, Preparing for Performance, Music Language

Appeals to students who:

- Enjoy playing music
- Enjoy playing in a band
- Enjoy composing music
- Enjoy improving their musical abilities
- Enjoy Analysing music

Typical Tasks:

- Regular performances
- Technical work
- Power point presentations
- Worksheets

Folio subject: No

Materials and technology used:

- Laptops
- Musition and Auralia
- Recording

Texts used:

Students purchase Auralia and Musition (Computer based software)

Typically leads to (University and TAFE courses, occupations):

- Composer for film/Video Games/Advertisements
 - Bachelor of Music (Composition)
 - Music courses of various levels (Cert III to Degree)
 - Musician or Music Teacher
-

Subject: Music Investigation

Music Investigation Units 3 and 4 involves both performance research in their favourite genre (Investigation Topic) and performance of works that are representative of that Investigation Topic. Students' research of music characteristics and performance practices representative of the topic underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study.

Prerequisites:

- It is highly advised to have any Music units 1 & 2
- Current instrumental lessons (Voice/Guitar/Bass currently offered at Swinburne)
- Students must be attending private instrumental lessons

Topics covered in Units 3&4:

- Performance
- Music Analysis & Research
- Composition

Appeals to students who:

- Enjoy playing music
- Enjoy self-expression
- Enjoy improving their musical abilities
- Enjoy listening to and analysing music

Typical Tasks:

- Presentation on developed Investigation Topic
- Performance assessments
- Compositions (Folio task)
- Writing and analysis

Folio subject: Yes

Materials and technology used:

- Personal instruments
- Recording software
- Music notation software
- Internet

If you have liked or enjoyed these studies/electives in the past....(e.g. general science, photography etc):

- Music
- Drama
- Creative Pursuits

Typically leads to (University and TAFE courses, occupations):

- Music courses of various levels (Certificate III to Bachelor's Degree)
 - Musician
 - Composer
 - Music Teacher
-

Subject: Music Technology (VET as VCE)

This subject focuses on recording and mixing musical performances. Students make use of the Swinburne Recording studio to record fellow students and their own compositions. Students will learn how to record and mix a song, use effects and processors and set up for live concerts. Units 3 and 4 offer a scored assessment and can count to a student's ATAR.

Prerequisites: STUDENTS MUST STUDY UNITS 1/2

Topics covered in Units 3&4:

Unit 3&4 Outcomes

- Mixing a song
- Recording a song
- Microphone placement
- Microphone selection
- Setting up a PA for Live performances

Appeals to students who:

- Enjoy recording music
- Enjoy composing music
- Enjoy playing music

Typical Tasks:

- Mixing
- Composing Music
- Recording
- Performance
- Analysing songs and genre's

Folio Subject: No

Materials and technology used:

- Logic pro
- Microphone
- Instruments
- Internet

Typically leads to (University and TAFE courses, occupations):

- Recording Engineer
 - Live Sound Engineer
 - Technical production courses of various levels (Cert IV to Degree)
 - Musician
 - Composer for film/Video Games/Advertisements
-

Subject: Music Performance (VET as VCE)*

VET Music Performance provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group.

Students are encouraged to expand on the music they already listen to, and investigate a variety of genres, artists, and eras of music in order to become more flexible musicians.

While there is no strict theory component, classes will involve improving on general music knowledge, aural skills, reading charts, and developing their on-stage performance skills and endurance.

Prerequisites: Current instrumental lessons

(Voice, Guitar, Bass, Piano, and Drums currently offered at Swinburne)

Topics covered in Units 3&4:

Unit 3&4 Outcomes

- Musician/Artist Research
- Improvisation & Stagecraft
- Group Performance

Appeals to students who:

- Enjoy playing music
- Enjoy improving their musical abilities
- Enjoy listening to and analysing music

Typical Tasks:

- Performance Assessments
- Research Report
- Analysis and Performance Evaluations

Folio Subject: No

If you have liked or enjoyed these studies/electives in the past....(e.g. general science, photography etc):

- Music
- Drama
- Creative Pursuits

Materials and technology used:

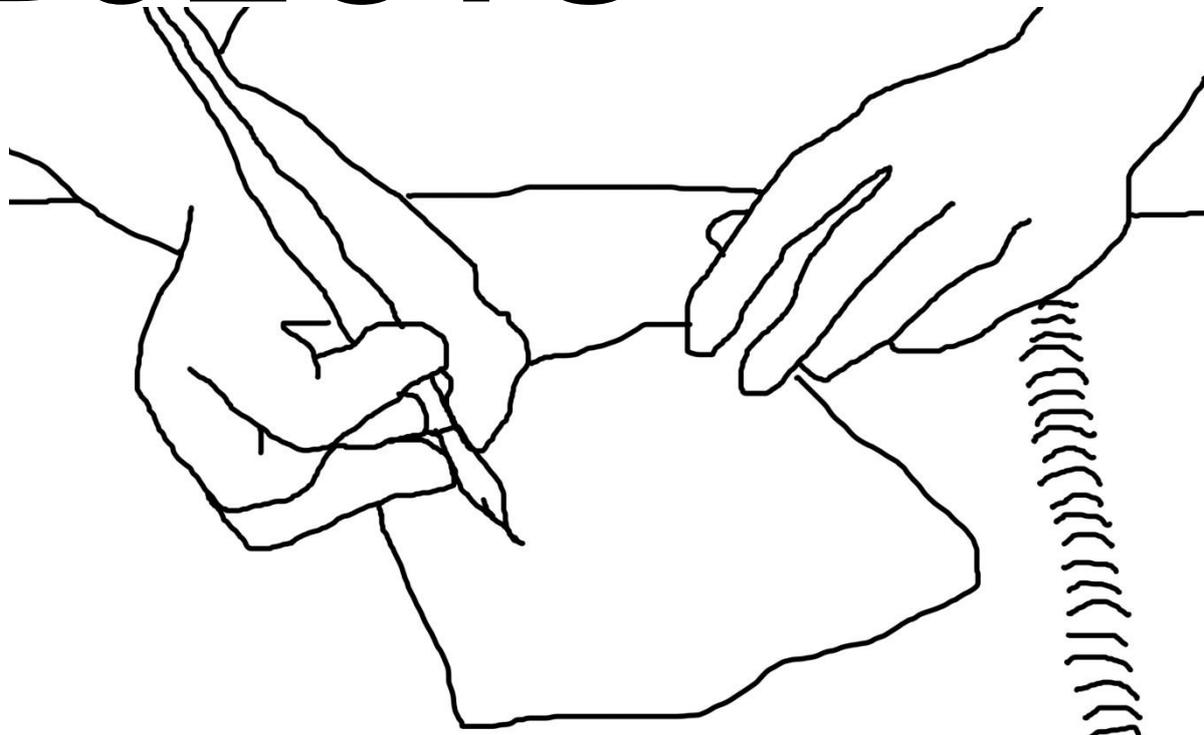
- Personal instruments
- Pas
- Recording software
- Internet

Typically leads to (University and TAFE courses, occupations):

- Music courses of various levels (Certificate IV to Bachelor's Degree)
 - Musician
 - Composer
 - Music Teacher
-



VISUAL ARTS SUBJECTS



Subject: Media

Topics covered in Units 3&4:

Unit 3 Outcomes

Narrative and Media Production:

- **Narrative** Students study two popular and current feature films to learn how they are constructed to appeal to audiences.
- **Media production skills** Students select and work in media form of their choice to develop skills that they will use in the completion of their production. Media forms include: video, sound, animation, photography, print, or convergent media
- **Media production design** Students create a design for a media production in the media form of their choice.

Unit 4 Outcomes

Media Process, Influence and Society's Values:

- **Media production** Students create the production they designed in Unit 3.
- **Media texts and society's values** Students study popular media texts to determine what they reveal about the discourses and values of the society in which they were created and consumed.
- **Media influence** Students study communication theories and research applying these to different media forms, texts and issues that interest them such as film classification, computer games, social media, propaganda and television ratings.

Appeals to students who:

Explore questions such as:

1. What is the relationship between the media and its audiences?
2. How are feature films and other media texts constructed? How are they read and interpreted?
3. Why are some media stories popular, what does this tell us about society?
4. How does the media really influence us to think or behave differently?
 - Use media technologies to explore ideas and develop skills.
 - Make media productions.

Folio subject: Yes, Media is a fabulous mix of both theory and practice, as such it has a different folio requirement than other arts studies. Once the production design plan is completed it is not developed further in Semester Two. Students create the product they designed and annotate their plan

Typical Tasks:

- Class discussion
- Viewing, reading and analysing media texts, ideas and debates
- Learning productions skills
- Planning and creating media productions

Materials and technology used:

- Students may work in whatever media form they choose. These include video production, animation, photography, print (magazine) production, radio, multimedia or students may create a production that crosses media boundaries.
- *Nelson Media VCE units 1-4* (same as in year 11) 3rd edition and ebook, 2012)
- Digital SLR cameras and audio equipment (available from the library)
- Print design, digital photography and video editing software
- Online and social media

Typically leads to (University and TAFE courses, occupations):

- Bachelor of Arts, Fine Arts or Media production courses
- Teaching, journalism, advertising, media production in many fields

Many students undertake Media to learn more about their own media consumption and to develop practical skills that they can use for creating and publishing media productions in their daily lives.

Subject: Visual Communication Design

Topics covered in Units 3&4:

Unit 3 Design Thinking and Practice

Outcomes: Analysis and Practice in context

- Create designs a specific purpose, audience and context in all three areas Communication, Environmental and Industrial design.
- Analyse how visual communications are constructed and the ways that they can manipulate an audience.
- Research the process that a professional designer would use in dealing with a client and in creating a finished presentation to meet the needs of the client.
- **SAT 1.** Generate a Design Brief that will form the basis of a design process that will flow on into
- Unit 4. Commence the research and idea generation to address the communication needs that have been outlined within the design brief.

Unit 4 Design Development and Presentation

Outcomes: SAT 1 continued...

- Continue the design process commenced in Unit 3 focusing on the further development of the ideas and concepts. The design process is completed with the use of refinement, reflection and production techniques.
- Devise a strategy to pitch the fully resolved finished presentations to the client or substitute.

Appeals to students who:

- Are passionate about creating original concepts and design alternatives within a range of formats.
- Who are computer savvy and have a desire to learn more about a creative approach to digital design.
- Wishing to pursue a design based career path in any of the Major Design Courses.

Typical Tasks:

The subject is heavily practical based although students must have an analytical mind and be competent at expressing themselves both verbally and in a written context.

- Generating concepts and finished designs to meet Communication, Industrial and Environmental design briefs.
- Analysing how advertisers engage and manipulate the customer to purchase a particular product.
- Creating polished Design presentations for a client of your choosing.
- How to put a spin on the marketing of designs to a prospective client.

Folio subject: Yes, students will produce a Design Portfolio of their years work.

Materials and technology used:

Manual drawing and Design plus the use of Computers, Design Software (Photoshop, Illustrator, Maya, Flash, Dreamweaver and AfterEffects), Digital SLR cameras and Walcom digital drawing tablet.

Typically leads to (University and TAFE courses, occupations):

This course is ideally suited for students who wish to pursue further study in the areas of Industrial Design, Architecture, Interior Architecture, Graphic Design, Product Design, Communication Design, Multimedia Design, Games Design, Web Design, Advertising Design, and Landscape Design and is helpful when applying for any of the Interactive and Digital Media related courses.

Careers include:

Architect, Interior Designer, Graphic Designer, Environmental Designer, Product Designer, Industrial Designer, Interactive Designer, Web Designer, Digital Animator, Photo Retoucher, Digital Illustrator, Graphic Artist, PrePress Editor, 3D Character Designer, an Effects Artist in the Movie Industry, and Games Designer as well as many other design based careers

SUBJECT: Art

In Art, students investigate their theme by exploring personal responses, relevant sources of inspiration, aesthetic qualities and a range of different materials, techniques and working methods. Unlike Studio Art, their theme can shift as a result of their exploratory art process and they can produce artworks throughout the year, whenever they have fully developed and refined their concepts and skills. They use the Analytical Frameworks to analyse and compare artworks by other artists and their own work, and discuss contemporary art practices and ideas.

Unit 3: Artworks, ideas and values

Outcome 1 – Students use the Analytical Frameworks to analyse and interpret two artworks produced before 1990 and two artworks produced since 1990, and compare their meanings and methods.

Outcome 2 – (SAT) Students use creativity and imagination in an ongoing process of exploration, reflection and evaluation to develop and refine their ideas and skills. They produce at least one artwork and use the Analytical Frameworks to document and evaluate their development in the visual diary.

Unit 4: Artworks, ideas and viewpoints

Outcome 1 - Students study and discuss art ideas and art issues and develop personal points of view. They examine one art issue in depth and use evidence and commentaries to support their own viewpoint.

Outcome 2 – (SAT) Students continue to build upon the ideas and concepts from Unit 3. They refine and resolve ideas, aesthetic qualities and skills to produce at least one finished artwork with documentation of their artistic practice in the visual diary.

Unit 3 School-Assessed Task - SAT (Criteria 1-5)	*25%	
Unit 3 School-assessed Coursework (SAC)	10%	
Unit 4 School-Assessed Task - SAT (Criteria 6-10)	*25%	* = 50% Total
Unit 4 School-assessed Coursework (SAC)	10%	
End of year exam	30%	

Appeals to students who:

- Are willing to think 'outside the box' to invent, explore and create
- Are willing to investigate their own thoughts and feelings visually
- Want to develop and refine their art skills and use of creative forms of expression
- Want the option of thematic flexibility and to create final artworks at any point during the study
- Are interested the role of art and how other artists create work and explore ideas

Folio subject: YES - All work is documented in the visual diary. Along with final artworks this forms the Folio

Materials/Technology used:

Students investigate any art material/ technique they wish. For example: Painting in different media, Printmaking, Drawing, Sculpture, Photography (digital, film, video), Garment and fabric design, Large scale installations, Assemblage, Performance art, Mixed media

If you have liked/ enjoyed these studies/ electives:

Art, Studio Arts, Vis Com & Design, Fashion Design, Design Technology, Media, Performing Arts.

Typically leads to (University or TAFE courses, occupations):

University and TAFE courses, e.g. Bachelor of Fine Art, Diploma of Art/ Visual Arts. etc

Employment as an Artist, Graphic Artist/ Designer, Curator, Gallery professional, Art Historian, Visual Arts teacher, Theatre or Fashion Design, Industrial or Interior Design, Conservator, Art Journalist, Critic

SUBJECT: Studio Art Photography

Students select an area of investigation or theme and develop an Exploration Proposal to define their approach. This document is referred to throughout the study as it acts as a guide for all further exploration and experimentation. Students plan and develop a studio process and use this to investigate their theme - related ideas, relevant sources of inspiration, photographic techniques and aesthetic qualities. From their creative exploration in Unit 3, they produce Potential Directions for final artworks. In Unit 4, they refine and resolve these to produce a cohesive folio of finished artworks.

Unit 3: Studio practices and processes

Outcome 1 & 2 – Students develop an Exploration Proposal that defines their concepts, ideas and working methods. They photographically explore their theme/ideas and produce a range of Potential Directions for final artworks. They document their working process in the visual diary. **Outcome 3** - Students research and analyse two artworks by two artists from different historical and cultural contexts.

Unit 4: Studio practice and Art Industry contexts

Outcome 1 & 2 - Students refine and resolve ideas from Potential Directions generated in Unit 3 to produce a cohesive folio of finished artworks. They skilfully manipulate materials and techniques and provide visual documentation of their development. They critically evaluate their final artworks. **Outcome 3** - Students visit at least two different exhibition spaces and investigate aspects of the art industry, such as the preparation, presentation, promotion and preservation of artworks.

Unit 3 School-Assessed Task - SAT (Criteria 1-5)	*30%	
Unit 3 School-assessed Coursework (SAC)	5%	
Unit 4 School-Assessed Task - SAT (Criteria 6-10)	*30%	* = 60 Total
Unit 4 School-assessed Coursework (SAC)	5%	
End of year exam	30%	

Appeals to students who:

- Are open to discovery and invention and willing to expand their skills and ideas
- Want to explore a range of possibilities before beginning final artworks
- Are willing to learn about camera functions and a range of photographic techniques and processes
- Want to develop their visual language and express themselves creatively
- Are interested in looking at how other artists create work and in what context

Folio subject: YES - All work is documented in the visual diary. Along with final artworks this forms the Folio

Materials/Technology used: Students can use a wide range of photographic equipment such as: Digital and analogue cameras, the school photographic studio - including studio lighting/ flash units, tripods, reflectors, soft boxes, backdrops, different lenses, scanners, Adobe Photoshop, inkjet printers, photographic papers, darkroom equipment, enlargers, filters, film – but also other art mediums such as painting, drawing, sculpture, printmaking, installation etc.

If you have liked/ enjoyed these studies/ electives:

Studio Arts, Art, Vis Com & Design, Fashion Design, Design Technology, Media, Performing Arts.

Typically leads to (University or TAFE courses, occupations):

University and TAFE courses, e.g. Bachelor of Fine Art/ Photography, Commercial Photography, Employment as a Photographer, Photojournalist, Artist/Photographer, Documentary Photographer, Freelance/ Magazine/ Travel/ Sports/ Wedding Photographer, Photographic Assistant, Film-maker, Curator, Art Historian, Gallery professional, Art Critic etc

SUBJECT: Studio Art /Studio Art Textiles

TOPICS COVERED IN UNITS 3 & 4:

Unit 3:

Students can work in a medium/media of their choice. They explore ideas based around an area of personal interest. Their first outcome focuses on the development of an Exploration Proposal which explains the concepts, ideas and working methods that the students want to explore. The second focus looks at the exploration of a number of ideas leading to a range of potential directions for finished works of art. The third focus researches and analyses artists and their work, and the rights of artists.

Unit 4:

Students create a folio of finished art works based around the potential directions identified in Unit 3. They write a reflective evaluation statement outlining their focus and the success of their works in relation to the communication of ideas set out in their Exploration Proposal in Unit 3. They also investigate aspects of artist's involvement in the art industry focusing on exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students visit and report on at least two different exhibition spaces.

Appeals to students who:

- Enjoy the process of creating art and working in art areas of their choice.
- Enjoys studying/ finding out about the art work of others.
- Interested in developing a folio of work
- Could be thinking of applying to further studies in an art/design areas

Typical Tasks (eg. Prac reports, tests, essays, products etc.):

- Exploring ideas
- Creating artworks
- Written SAC's based on research done
- Folio development and recording processes and ideas
- Refining and completing a folio of finished works

Folio Subject: Yes

Materials/Technology Used:

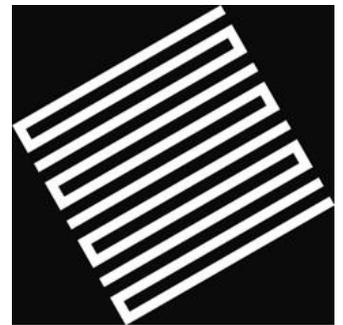
- Laptops
- Wide range of materials according to student's area of interest. The sky is the limit!

Texts Used: N/A

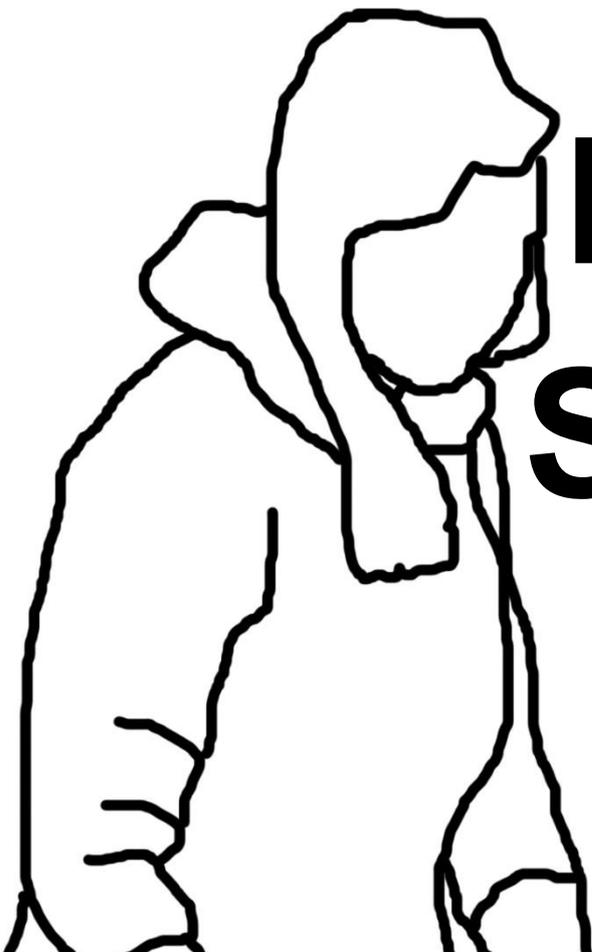
Typically leads to (University and TAFE courses, occupations):

Diploma of Visual Arts/ Fine Arts (TAFE) Bachelor of Fine Arts/ Visual Arts (Uni)
Fine Artist, Art Teaching

Students taking Studio Arts can use their folio in order to support entry to a wide range of TAFE and Uni Courses allied to areas such as: Graphic Design, Visual Merchandising, Exhibition Design, Textile Design, Stage Design etc.



SWINBURNE



BUSINESS SUBJECTS

Subject: Business Management

Topics covered in Units 3&4:

Unit 3 Outcomes

Managing a Business (Business Foundations, Managing Employees and Operations Management)

Unit 4 Outcomes

Transforming a Business (Reviewing Performance, identifying a need for change and implementing business change)

Appeals to students who:

- Work part time and want to understand the world of work
- Are able to read, understand and apply concepts to case studies
- Want to do a practical subject that is useful for any occupation
- Want to pursue tertiary education in business and commerce

Typical Tasks:

Contemporary business case study analysis, visits to workplaces and incursions with guest speakers from industry, role plays and simulation of workplace situations, practical implementation of a manager's role through a cook off in the Business Chef Challenge, analysing news articles, YouTube clip analysis, commenting on the Bus Man Yr 12 Facebook page, revision worksheets, past year exam solving, class discussions, web based research tasks, study of change management and a specific organisation's handling of change, attending exam preparation lectures

Folio subject: No

Materials and technology used:

- Laptops
- Notes and Flash cards
- Compass Resources
- Practice exam booklets/Revision sheets/Case studies
- Newspaper reports
- Facebook page for Year 12 Business Management
- Youtube clips
- Edrolo
- Teaching Bubble
- Kahoot games

Texts used:

- Cambridge VCE Business Management—Somers, Cain, Jeffery
- VCAA Past exams and Assessor Reports

Typically leads to (University and TAFE courses, occupations):

- Wish to pursue Business studies, a host of management courses including human resource management, journalism, mass communication, media, public relations, advertising, training and assessment, arts, fashion technology in University
 - Do a TAFE course and wish to start their own business
 - All occupations-gives a practical understanding of the work environment
-

Subject: Legal Studies

Topics covered in Units 3&4:

Unit 3 Outcomes

The processes and principles of the criminal and civil justice systems.

Unit 4 Outcomes

The role of the Constitution, the parliament and the courts in our legal system.

Appeals to students who have an interest in:

- Law
- Justice
- Politics
- Law-making

Typical Tasks:

- Reading, note-taking, answering questions from textbook
- Class discussion
- Group work
- Excursions to Barwon Prison, Courts and Remand Centres
- Guest speakers, including lawyers, police, politicians

Folio subject: No

Materials and technology used:

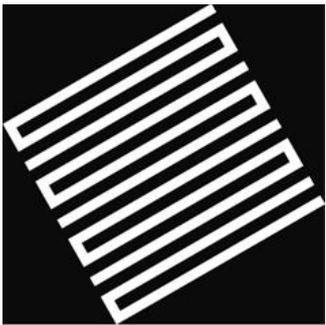
- Textbook
- Online Case examples
- Websites
- Videos
- Newspaper Articles

Texts used:

- Textbook (and above)

Typically leads to (University and TAFE courses, occupations):

- Bachelor of Arts/ Law
 - Police Force
 - Journalism
 - Department of Justice
 - Social Work
 - Commerce/Business
-



SWINBURNE

HUMANITIES SUBJECTS



Subject: Australian and Global Politics

Topics covered in Units 3&4:

Unit 3&4 Outcomes

Global Actors

- Key international groups such as the UN, IMF and Transnational Corporations
- China's rising economic and political power and the issues it confronts

Global Challenges

- Ethical issues regarding human rights and poverty
- Conflict and terrorism, including Syria, al Qaeda and North Korea

Appeals to students who:

- Regularly watch the news or read newspapers
- Enjoy discussion and debates, including listening to others as well as explaining and justifying their own opinion
- Feel strongly about a range of contemporary issues and have a desire to see social change
- Have an interest in other countries.

Typical Tasks:

- Engaging in debate and discussion
- Notetaking
- Writing arguments and responding to questions / prompts
- Reading material such as newspaper & journal articles
- Watching news clips and documentaries
- Conducting internet research

Folio subject: No

Materials and technology used:

- PowerPoint displays
- Laptops
- Newspapers & magazine articles
- Video

If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc.):

- Humanities/SOSE
- History
- Legal studies
- Economics
- Sociology
- Philosophy

Typically leads to (University and TAFE courses, occupations):

Courses:

- Bachelor of Arts
- Bachelor of Social Science
- Bachelor of Politics, Philosophy and Social Science

Careers:

- Policy officer
 - Politician/Parliamentarian
 - Social worker
 - Economist
 - Lawyer
 - Journalist
-

Subject: Health and Human Development

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Unit 3: Australia's health in a globalised world

- concepts of health and wellbeing and illness, and the dynamic/subjective nature of these concepts
- benefits of optimal health and wellbeing and its importance as a resource
- prerequisites for health as determined by the WHO
- indicators used to measure and understand health status
- health status of Australians and the factors that contribute to variations between population groups
- the contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks

Unit 4: Health and human development in a global context

- characteristics of high, middle, and low income countries
- factors that contribute to similarities and differences in health status and burden of disease
- the concept and dimensions of sustainability (environmental, social, economic)
- rationale and objectives of the UN's SDGs
- the purpose and characteristics of different types of aid
- features of Australia's aid program including its priority areas and the types of partnerships involved
- the role of non-government organisations in promoting health and wellbeing, and human development

Appeals to students who:

- Are health conscious
- Have an interest in national and global policies
- Have an interest in global poverty and the health of populations

Typical Tasks:

- Research tasks
- Engaging in class discussion
- Analysing statistics and graphs
- Tests
- Multimedia presentations

Folio subject: No

Materials and technology used:

- Textbook
- ICT (laptop or tablet device)

If you have liked or enjoyed these studies/electives in the past:

- Health
- Physical Education
- Social Studies

Typically leads to (University and TAFE courses, occupations):

Course:

Bachelor of Health Science/ Bachelor of Applied Science/ Bachelor of Food and Nutrition/ Bachelor of Health and Health Promotion

Careers:

- Paramedic, Personal care worker, Physiotherapist, Nutritionist / Dietitian, Doctor / nurse, Alternative medicine practitioner
-

Subject: Philosophy

Topics covered in Units 3&4:

Unit 3 Outcomes

Minds, Bodies and Persons

Unit 4 Outcomes

The Good Life

Appeals to students who:

- Read and analyse primary philosophical texts;
- Analyse definitions of key philosophical concepts;
- Offer justified critical responses to viewpoints and arguments;
- Formulate, explain and defend ideas in philosophical exchanges with others &
- Explore questions such as:
 - What does it mean to live a Good Life?
 - Is there some deeper reality behind the appearance of the everyday world?

Typical Tasks:

- reading and analysing philosophical texts
- text annotation and note taking
- class discussion
- personal reflective writing
- essay writing

Folio Subject: No

Materials and technology used:

- Primary philosophical texts
- Podcasts
- Life experience
- Laptops

Texts used:

Minds and Bodies

- Plato: Phaedo
- Descartes: Mediations on The First Philosophy
- Armstrong: The Nature of Mind

Personal Identity

- Hume: A Treatise of Human Nature
- Locke: An Essay Concerning Human Understanding
- Buddhist Scriptures

The Good Life

- Plato: The Gorgias
- Aristotle: The Nicomachean Ethics
- Nietzsche: Beyond Good and Evil
- Singer: Famine, Affluence and Morality

Typically leads to (University and TAFE courses, occupations):

- Bachelor of Arts/ Law
 - Teaching, journalism, advertising, consultancy, law
-

Subject: Sociology

Topics covered in Units 3&4:

Unit 3 Outcomes: Culture & Ethnicity

Outcome 1 – Australian Indigenous Culture

- Exploring the historical suppression of Australian Indigenous culture through political policy-making, segregation, assimilation and integration policies.
- Analysing Australian Indigenous responses on the past and future direction of Aboriginal culture and ethnicity within Australia.
- Exploring the factors and responses leading to the increase or suppression of international and national awareness of Australian Indigenous culture and ethnicity.
- Discussing how non-Indigenous cultural ethnicity in Australia is formed, particularly looking at groups within the ethnic diversity of Melbourne.
- Analysing the impact of the Australian Human Rights Commission and Victorian Multicultural Commission.

Outcome 2 – Ethnicities

Unit 4 Outcomes: Community, Social Movement & Social Change

Outcome 1 – Communities

- Community: Examining sociological theories about the emergence of different types of communities. Exploring types and changes by and to communities in Australia, investigating how communities affect the social constructs within the five main institutions of society.
- Social Movements: Sociological concept of power, particularly looking at theories by Max Weber. Analysis of contemporary “movements” Australian’s are joining and comparison against historical movements.
- Social Change: Analysis of social commentary on the social changes movements have had within Australia and the impact on communities.

Outcome 2 – Social Movement & Social Change

Appeals to students who:

- Explore questions such as:
 1. Why has society changed over time?
 2. What does the media say about our society and how reliable is it as a social barometer?
 3. What justifications can be given for social change in Australia?
- Analyse definitions of key sociological concepts and review sociological theories
- Offer justified critical responses to viewpoints and arguments through verbal and written analysis tasks and learning how to write in the sociological writing standard.
- Formulate, explain and defend independent ideas in sociological exchanges with others and in written tasks.

Typical Tasks:

- Class discussion, group work, individual study, self-directed learning
- Reading and analysing sociological theory (textbook), media reports, news reports and statistical evidence
- Essay writing, short answer and long answer questions, comprehension tasks

Folio subject: No

Materials and technology used:

- Sociology Textbooks, newspaper articles, ABS data
- Media analysis of documentary, photographs and news reports

If you have liked or enjoyed these studies/ electives in the past:

English, History, Logic and Reasoning, Civics and Citizenship, Politics

Typically leads to (University and TAFE courses, occupations):

- Bachelor of Social/Political Sciences, Bachelor of Arts (Sociology)
 - Teaching, journalism, welfare, youth studies, politics, research analyst
-

Subject: History Revolutions

Topics covered in Units 3&4:

Unit 3 Outcomes: French Revolution

Area of Study 1: Causes of the Revolution. What were the significant causes of the revolution? How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

- For example in France, what role did the Enlightenment writers play in the French Revolution or how important was the public perception of Marie-Antoinette in bringing down the monarchy and did she really say 'let them eat cake'?
- For example in Russia, what role did the relationship between Rasputin and the Tsarina Alexandra play in destroying the last remnants of support for the Tsar?

Unit 4 Outcomes: Russian Revolution

Area of Study 2: Consequences of the Revolution. How did the consequences of revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

- For example, in France, why did the new government respond with the Jacobin Terror to the difficulties they were encountering?
- For example in Russia, what role did Lenin and Trotsky play in saving the revolution and was their use of violence justifiable?

Appeals to students who:

- How do I make sense of the world?
- How do I learn to understand not just what is said, but what is meant or inferred.
- How do I become more than just a passive observer of the world but seek answers to personal and societal problems.

Typical Tasks:

- Class based discussion
- Viewing documentary or film representations of the revolutions
- Reading and researching
- Note taking
- Analytical activities, essays and research reports

Folio Subject: No

Materials and technology used:

- Textbook and Readers (compiled articles and other references)
- Internet History Forum

Typically leads to (University and TAFE courses, occupations):

University courses such as Arts courses but also more practical courses where strong investigative and analytical skills are required such as Journalism.

Subject: French

Topics covered in Units 3&4:

UNIT 3:

History (20th Century), Arts (Film, Theatre, Art, Architecture), Literature, Environment (Pollution, Energy Sources, Global Warming, Natural Disasters, Saving the Planet) Social Issues (Poverty and Insecurity, Survival, Delinquency, Crimes, Drug Use and Trafficking, Justice, Cloning, Genetically Modified Products, Euthanasia, The Future)

UNIT 4:

Current Affairs (Women's Rights, Immigration, Riots, Racism, Multiculturalism, Intolerance, Festivals and Traditions), Culture, Music

Appeals to students who:

- Are Francophiles and have an interest in Francophone Countries and wish to further their linguistic and communication skills in the French language.

Typical Tasks:

- Listening in French (eg. conversations, interviews, broadcasts, films)
- Speaking in French (eg. informal conversations, presentations, role-plays, interviews)
- Reading in French (eg. silently or aloud- for pleasure eg. extracts, advertisements, letters)
- Writing in French (eg. letters, faxes, emails, reviews, articles, diary entries, personal accounts, short stories)

Materials/Technology Used:

- Laptops
- Internet
- Ipad and Iphone
- Television and CD/DVD Player
- French Magazines and Resources
- Realia

Texts Used:

- AQA A2 French Atouts
- Schaum's Outline to French Grammar 5th Edition
- Collins French Dictionary & Grammar

Typically leads to: (University and TAFE courses, occupations):

Journalist, Interpreter, Translator, Diplomat, Foreign Affairs and Trade Officer, Language Teacher, Lawyer, Librarian, Linguist, Musician, Nurse, Police Officer, Public Relations Officer, Exporter, Customs Officer, Immigration Officer, Hotel Manager, Actor, Tourist Guide, Waiter, Writer, Receptionist, Flight Attendant, Travel Consultant and more!!

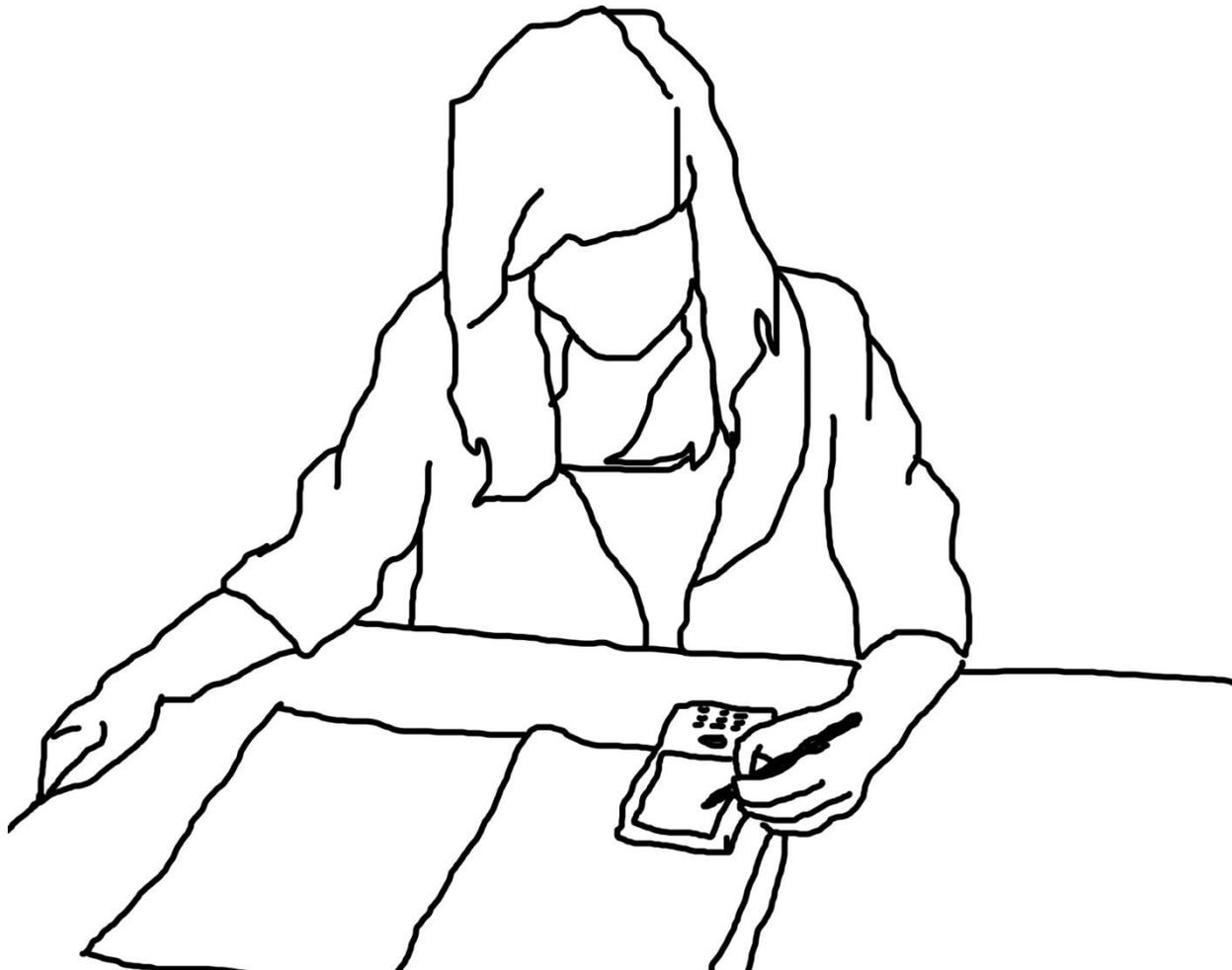
Entry:

It is assumed that students have formally studied the French language for at least 200 hours (approximately Years 7-10) prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Undertaking Unit 4.

Please phone Jacqueline Love, Teacher of VCE French for more details on 0411267744



MATHEMATICS SUBJECTS



Subject: Further Mathematics

Topics covered in Units 3&4:

Unit 3 Outcomes: Core Data Analysis and Recursion and Financial Modelling

This includes:

- Displaying and summarising data,
- Investigating the association between two variable
- Regression lines
- Data transformation
- Modelling time series
- Modelling growth and decay
- Modelling and analysing loans and annuities

Unit 4 Outcomes

Module 2: Networks and decisional mathematics

This includes:

- Graphs, networks and trees: travelling and connecting problems
- Flow, matching and scheduling

Module 1: Matrices and applications

This includes:

- Matrix arithmetic
- Binary, permutation, communication and dominance
- Inverse matrices, solving simultaneous equation
- Transition matrices and their applications

Appeals to students who:

Did you know that Further Mathematics has now become the second largest subject taken at VCE level after English? Almost 70% of students study the subject. This is primarily due to the relevance of the subject content to so many University and TAFE Courses.

It is of benefit if you are studying many other subjects such as Physics, Economics, Chemistry, Computing, Geography or Biology or if you are intending to study a science or engineering based course at University and TAFE. This subject is a Prerequisite for a number of courses other than mentioned above. Check VTAC guide.

It serves as a very useful support for many other qualifications, as well as being a sought after qualification for the workplace and courses in Higher Education.

Typical Tasks:

Application and Analysis tasks, tests.

Materials and technology used:

Graphic Calculator Ti Nspire CAS

Texts used:

Cambridge Essential Further Mathematics Unit 3 & 4

Typically leads to (University and TAFE courses, occupations):

Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Matrices and Networks are used in all Business Studies, IT and Marketing Courses and for everyday living skills. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that you will face in your future. Courses at University and TAFE require Further Mathematics include:

Mathematics, Engineering, Science, Computers, Accounting

Subject: Maths Methods (CAS)

Topics covered in Units 3&4:

Unit 3 Outcomes

Functions and Relations

We look at the wide variety of relationships that can exist between two variables. We look at how to graph and analyse these relationships

Unit 4 Outcomes

Calculus (Differentiation & Antidifferentiation)

Change is an ever present phenomenon in our world. Calculus is one of Maths most powerful tools that looks at change and importantly rates of change. Invented by the late great Isaac Newton, Calculus allows us to explore how things change and hence reliably predict what change will occur in a system when one of the variables is altered.

Probability

Chance is an ever present phenomenon in our world. We will study laws of probability that allow us to make predictions and informed judgements on the likely outcome of an event.

Appeals to students who:

- Enjoy and are good at Maths
- Love order and logic and problem solving
- Love seeing the patterns and beauty in the world around us
- Love being able to check if the answer is right or wrong and giving your answer a big tick if it is right.

Typical Tasks:

Book Exercises, Tests and assignments, Lots of Past Exams

Materials and technology used:

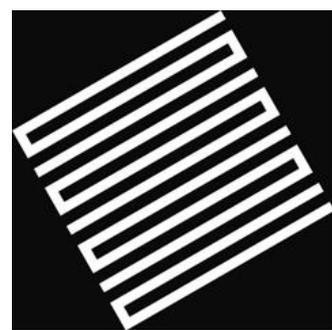
Graphics Calculator, Text book, Brain

If you have liked/enjoyed these studies/electives in the past:

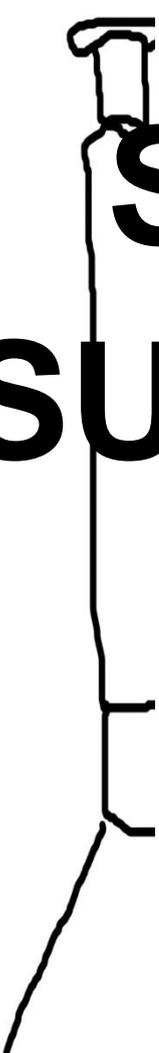
Maths, Science, Physics, IT

Typically leads to (University and TAFE courses, occupations):

- Science Degrees
 - Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical/Chemical etc.)
 - Computer Science
 - Business/Commerce Degrees
-



SWINBURNE



SCIENCE SUBJECTS

Subject: Physics

Topics covered in Units 3&4:

Unit 3 Outcomes

Gravitational, Electrical and Magnetic Fields

We study the similarities and differences of these three fields. We also investigate how field theory can be applied to: constructing motors, understanding satellite motion and accelerating particles.

Generating Electricity

We study the operation of motors, generators, transformers, transmission lines etc.

Motion

We study many aspects of objects in motion including displacement, velocity, acceleration force, momentum, kinetic energy, potential energy, projectiles, collisions etc. We also study Einstein's theory of special relativity and the relationship between force, energy and mass.

Unit 4 Outcomes

Interactions of Light and Matter

We study waves and particles and find that light can exhibit both wave and particle behaviour and possibly even stranger we find that matter e.g. a rock can exhibit wave and particle behaviour!

Practical Investigation

Students get to design, conduct and report on (via a scientific poster) their own practical investigation.

Appeals to students who:

- Liked Yr11 Physics
- Like Maths
- Like finding out how things work and the science behind physical phenomena

Typical Tasks:

- Book Exercises, Tests and Prac reports, Lots of Past Exams, Edrolo videos

Materials and technology used:

- Scientific Calculator ,NEAP Smartstudy and Exam Guide, Checkpoints, Edrolo

If you have liked/enjoyed these studies/electives in the past:

Maths, Science, Physics, Electronics

Typically leads to (University and TAFE courses, occupations):

- Science Degrees,
 - Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical etc)
 - Computer Science
-

Subject: Psychology

Topics covered in Units 3&4:

Unit 3 Outcomes

Stress and the nervous system, learning and memory.

Stress and the Nervous system

- What is the role and function of the nervous system?
- What is stress and how does it affect us?
- What are effective ways of managing stress?

Learning and memory

- How do we learn?
- What are the underlying biological and psychological mechanisms of learning?
- How does our memory work?
- What are the underlying biological and psychological mechanisms of memory?

Unit 4 Outcomes

States of consciousness and sleep, mental health, phobias.

Sleep & Consciousness

- How does normal waking consciousness differ from altered states of consciousness?
- How do we measure consciousness?
- What is sleep and what function does it serve?
- How can we treat sleep disturbances?

Mental Health & Phobias

- What is the difference between mental illness and mental health?
- How can we preserve mental health?
- What are the biopsychosocial underpinnings of phobias?

Appeals to students who:

- Like sciences
- Enjoy reflecting on the underlying causes of thought, feelings and behaviours
- Enjoy writing in a scientific manner

Typical Tasks:

- Taking board notes
- Working from the text book
- Small group work
- Research activities

Materials and technology used:

- Laptop
- Textbook
- Edrolo (school subscription)

If you have liked/enjoyed these studies/electives in the past:

- Science
- Year 10 or 11 Psychology
- Sociology
- Humanities

Typically leads to (University and TAFE courses, occupations):

- Clinical Psychologist
 - Research Psychologist
 - Education
 - Human resources
 - Marketing
 - Management
-

Subject: Biology

Topics covered in Units 3&4:

Unit 3 Outcomes

Cellular processes – chemicals essential for life, genes controlling cell actions, enzymes, photosynthesis and respiration.

Cellular communication – signalling molecules, antigens and cell markers, the immune response and developing immunity.

Unit 4 Outcomes

Relatedness of species – changes in genetic make up, types and causes of evolution, evidence for evolution such as fossils and changes in the human population over time

Human impact on biological processes – laboratory manipulation of DNA, gene cloning, rational drug design

Extended practical investigation and scientific poster development

Appeals to students who:

- Want to relate biological theory to real-world situations and scenarios
- Have an interest in the human body and the ways in which it develops and functions
- Enjoy researching and learning about in depth body processes
- Have an interest in animals and their behaviours, adaptations and habitats
- Enjoy a challenge – this subject is very content heavy and moves at a fairly fast pace, so you need to be on top of your game all year
- Enjoy completing practical activities and writing practical reports
- Enjoy group work for practical activities and small class presentations

Typical Tasks:

- Practical reports
- PowerPoint presentations
- Poster presentations
- Textbook questions
- Worksheets
- Group work/discussions
- LOTS of past exam questions

Materials and technology used:

- Laptops
- Films & Documentaries
- PowerPoints
- Worksheets & Activities
- Note taking
- Crafting (building models, creating posters etc...)

Texts used:

- Nature of Biology Unit 3&4 textbook
- 'Biolnotes' revision book for Units 3 and 4

Typically leads to (University and TAFE courses, occupations):

Bachelor of Science/Bachelor of Health Science/Bachelor of Biomedicine

Medicine: Doctor, Surgeon, Dentist, Dental Therapist, Nurse, Paramedic, Health

Science: Physiotherapist, Chiropractor, Animal Studies: Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker

Environmental Studies: Researcher, Meteorologist, Botanist, Astronomer

Subject: Chemistry

Overview of subject: continues on from year 11, investigating the elements that make everything on Earth, including you. Chemistry in year 12 experimentally analyses compounds, organic chemistry, instrumental analysis, energy, gases, batteries. The subject uses and experimental approach.

Topics covered in Units 3&4:

Unit 3 Outcomes

How can chemical processes be designed to optimise efficiency?

- What are the options for energy production?
- How can the yield of a chemical product be optimised?
- Practical Investigation

Unit 4 Outcomes

How are organic compounds categorised, analysed and used?

- How can the diversity of carbon compounds be explained and categorised?
- What is the Chemistry of food?

Typical Tasks:

- practical reports,
- diagnostic tests,
- multimedia presentations/posters,
- participation

Materials and technology used:

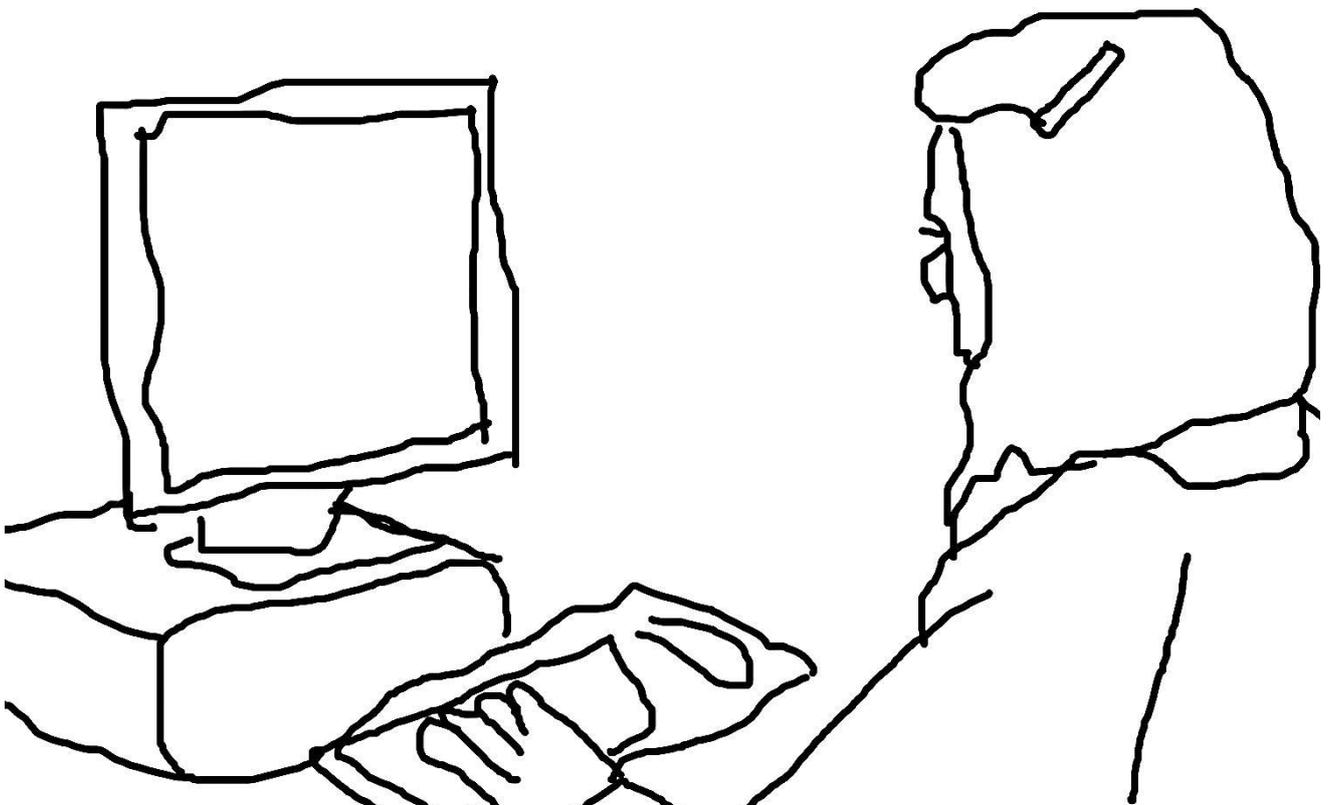
- Chemicals
- Glassware
- Burners

Typically leads to (University and TAFE courses, occupations):

- Analytical Chemistry
 - Atmospheric Chemistry
 - Biochemistry
 - Biotechnology
 - Ceramics Industry
 - Chemical Engineering
 - Chemical Sales
 - Chemist
 - Consumer Products
 - Environmental Chemistry
 - Food Chemistry
 - Forensic Science
 - Geochemistry
 - Materials Science
 - Medicine
 - Metallurgy
 - Oceanography
 - Organic Chemist
 - Paper Industry
 - Perfume Chemistry
 - Petroleum and Natural Gas Industry
 - Pharmaceuticals
 - Plastics Industry
 - Teaching
 - Textile Industry
-



INFORMATION TECHNOLOGY



Subject: Software Development

Overview of subject: develop computer skills that allow you write your own Apps. Create simple games using a programming language (Delphi - pascal).

Topics covered in Units 3&4:

Unit 3 Outcomes

Programming practice, analysis, design and development of Apps.

Unit 4 Outcomes

Software solutions, interactions and impact.

Appeals to students who:-

- Enjoy writing computer applications.
- Plan to use computer applications in their career
- Keen to improve their understanding of how computer applications can be used.
- Typical Tasks:
- Skill development with software
- Computer tasks with software packages,
- Diagnostic tests,
- Multimedia presentations,
- Participation

Materials and technology used:

- Computers
- Internet
- Online tutorials

Typically leads to (University and TAFE courses, occupations):

- Client support
 - Database administration
 - Games development
 - Helpdesk operation
 - Network administration
 - Network engineering
 - Software development
 - Systems analysis and design
 - Technical support
-



**PRODUCT
DESIGN &
TECHNOLOGY
SUBJECTS**

Subject: Product Design & Technology – Fashion, Wood, Jewellery and Industrial Design

Topics covered in Units 3&4:

Unit 3 Outcomes

Throughout the year you will be working with a client or end-user. Your client will give you all necessary information you will need to develop a Design Brief and ultimately a garment/product for them. In Unit 3 you will write a design brief, evaluation criteria, research, design, undertake materials and processes testing, select a preferred option and develop a work plan.

Unit 4 Outcomes

Unit 4 requires that you produce the chosen garment/product/s for your client. The garment/product/s will be completed in early September. In that time you develop your pattern then cut, join and sew your product using safe and correct processes to achieve a quality finished product.

Appeals to students who:

- Are interested in developing garment/jewellery/product making and designing skills
- Interested in following on to a tertiary study in the area of garment, textile, jewellery or industrial design and development
- Students wishing to develop a folio.
- Interested in making furniture and jewellery

Typical Tasks:

- Written design brief, analytical assessment procedures
- Drawing and sketching skills
- Materials testings
- Product development

Folio Subject: Yes, your folio is developed over the course of the year as well as a major production.

Materials and technology used:

- Laptops
- Industrial machinery and hand tools
- Portable power tools and some static machinery
- Sewing machines, overlockers etc.

Texts used:

Nelson. Product Design and Technology Units 3 & 4

Typically leads to (University and TAFE courses, occupations):

Apprenticeships, TAFE, Degree and Diploma courses

Subject: Food Studies

Topics covered in Units 3&4:

Unit 3 Outcomes

Food in daily life: The science of food; Food choice, health and wellbeing.

Unit 4 Outcomes

Food issues, challenges and futures: Environment and ethics; Navigating food information- students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets.

Appeals to students who:

- Would like to explore the world of food.
- Appreciate the meaning of food in daily life.
- Want to understand food, health and well-being and how they are interrelated.
- Although it is not a prerequisite to have studied Units 1 & 2, you should have at least basic cooking skills for entry into this subject. Also please note that there is an increased research/investigative work and writing load compared to Year 11 Food and Technology.

Typical Tasks:

Practical productions (with accompanying reports), A variety of other tasks such as tests, multimedia presentations, research assignments, group work.

Folio subject: No

Materials and technology used:

Food Materials and related equipment. Photography (in that students will be involved in 'styling' and photographing food products on occasions). Computers.

If you have liked or enjoyed these studies/electives in the past:

Food & Technology Years 7-11, General Science, Art, Photography.

Typically leads to (University and TAFE courses, occupations):

Home Economist, Dietician, Food processing technician/laboratory assistant, Food Manufacturing, Environmental Health Officer, Journalist/Food Writer, Food & Technology Teacher, Nurse, Care Worker, jobs in hospitality – the list is limitless!

At this stage there is not a recommended text book. To Be Advised.

Subject: Senior VCAL*

The Senior VCAL Certificate is designed for students who are interested in practical hands on option for learning. It is designed for students who have demonstrated that they are able to work independently, in a team, and are self-motivated learners. Senior VCAL students are required to complete the compulsory strands of Literacy, Work-Related, Personal development and Numeracy. Additionally, VCAL students must complete an accredited Vocational Education and Training (VET) curriculum component as part of their VCAL program. The enrolment for the VET subject is completed separately to the enrolment for the VCAL program. Students may also choose to enrol in additional VCE subjects based on interest and ability.

VCAL Requirement	Level	Subject Name
Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. This takes the form of a group project with a major focus on OH&S skills. Students will be required to undertake research, planning, oral presentations as well as a ‘Structured Work Placement’.	VCAL OR.. VCE VCE	<u>Work-Related Strands</u> Industry and Enterprise* Any “Technology” subject, ie Wood Tech, Food Tech, etc.*
Literacy Strands – focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing. Students begin the year working on a theme, followed by individual research topics and group projects. Students are required to produce a range of writing presented in different forms, participate in oral presentations and ‘teach’ their own instructional class.	VCAL OR.. VCE VCE VCE	<u>Senior Literacy</u> English* Literature* English Language*
Industry Strands – Students choose a VET certificate in an area they are interested in perusing a career in the future. (refer to the IMVC VET Handbook for further information)	VET Course	Any certificates 2, 3, 4 (please note Cert 3&4 usually have a prerequisite of a Cert 1&2)
Personal Development Strands – students develop and consolidate a range of personal skills through their work in community projects. An important and critical component is working in teams, planning and managing resources, oral presentations and coordinating a major event.	VCAL	<u>Personal Development</u>
Numeracy Strands – if students have not successfully completed a numeracy/maths unit at a VCE/VCAL level prior to enrolling in the Senior VCAL program, they will be required to complete one Unit of Maths. The choice of Maths will be dependent on timetabling constraints.	VCE VCE	Foundation Maths General Maths
* Please note – with a number of subjects, students may be able to choose a VCE alternative instead. This is dependent on a number of factors including timetabling constraints, recommendations from teachers and class sizes. It is important to note that when choosing a VCE subject to replace a VCAL subject that the VCE policies and procedures for that subject apply. This means students must complete all SACs in order to gain the credit needed to satisfactorily meet the requirements for the VCAL certificate.		

Appeals to students who:

- Work with their hands
- Enjoy a practical approach to learning
- Enjoy learning in a range of settings including outside the classroom.
- Work well in a team

Typical Tasks:

- Practical activities
- Teamwork
- Discussions
- Excursions
- Oral presentations
- Research Participation in classroom discussion, Textual response essays
- Oral presentations, Creative responses, Writing Exercises, Textual Analysis

Folio Subject: No

Materials and technology used:

Range of materials from materials used in practical activities, to class based handouts, videos, guest speakers etc.

Typically leads to (University and TAFE courses, occupations):

TAFE course or apprenticeships